

**Child with Specific Learning Disability (SLD)**  
Determination of Eligibility

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Name of Student

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Date of Eligibility Decision

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Name of Public Education Agency

The determination of eligibility for special education is based on an evaluation pursuant to the IDEA '04, A.R.S. §15-766, and the following requirements:

The student has a specific learning disability in one or more of the following areas: (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Oral expression         | <input type="checkbox"/> Reading fluency skills      |
| <input type="checkbox"/> Listening comprehension | <input type="checkbox"/> Reading comprehension       |
| <input type="checkbox"/> Written expression      | <input type="checkbox"/> Mathematics calculation     |
| <input type="checkbox"/> Basic reading skill     | <input type="checkbox"/> Mathematics problem solving |

Eligibility was determined by: (check all that apply)

- ☐ Norm-referenced psychometric testing that identified a severe discrepancy between ability and achievement.
- ☐ A failure to respond to scientifically-based interventions and progress monitoring through the PEA's Arizona Department of Education approved response to intervention plan.

Additional Requirements: (document the following)

Relevant behavior(s) noted during the observation and the relationship to academic functioning

Educationally relevant medical findings (if any)

The effects of an additional disability, cultural factors, environmental or economic disadvantage, or limited English proficiency on the child's achievement level

The child ( ☐ is ☐ is not ) achieving on grade level.

The child ( ☐ is ☐ is not ) making sufficient progress to meet grade level standards.

The child ( ☐ does ☐ does not ) exhibit a pattern of strengths and weaknesses in performance and/or achievement relative to grade level standards or intellectual development.

- ☐ The student was evaluated in all areas related to the suspected disability.

**Team decision regarding the presence of a disability:**

- ☐ The student **does** meet the criteria as a child with a specific learning disability.

**Team decision regarding the need for special education services:**

- ☐ The student **does not** need special education services.
- ☐ The student **does** need special education services.

**Special Rule:** The team may not identify a student as having a specific learning disability if the discrepancy between ability and achievement is **primarily** the result of a visual, hearing, or motor impairment, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.

**Note:** A student shall not be determined to be a child with a disability if the determinant factor is lack of appropriate instruction in reading (including the essential components of reading instruction), lack of appropriate instruction in math, or limited English proficiency.

**Certification of Team Conclusion**

Position/Relationship	Signature	Agree	Disagree*
Parent			
General Education Teacher			
Special Education Teacher			
Agency Representative			
Interpreter of Evaluation Results			

If eligibility was determined through a response to intervention method, the evaluation report contains:

- ☐ The instructional strategies used and the student-centered data collected;
- ☐ Documentation that the parents were notified about –
- State policies regarding the amount and nature of student performance data that would be collected;
  - The general education services that would be provided;
  - Strategies for increasing the child's rate of learning; and
  - The parents' right to request an evaluation that includes norm-referenced psychometric testing.
- ☐ Parent has been provided with notice regarding this decision that meets the prior written notice requirement under the IDEA '04.

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\* If a team member disagrees with the conclusions of the team report, the team member must submit a separate statement presenting his or her conclusions.